

Vision

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”

Mission Statement

The Grange Community Primary School allows everyone to participate by:

- Providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling all children to become confident and successful learners.
- Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.
- Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.

The Grange Community Primary School encourages everyone to excel by:

- Working for the highest possible standards of achievement and behaviour in a stimulating environment.
- Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.
- Endeavouring to be a centre for outstanding teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.

The Grange Community Primary enables everyone take pride in their achievements by:

- Encouraging everyone to do their very best.
- Developing a love of learning inspired by quality teaching.
- Building and developing upon individual strengths and talents.

Introduction:

Assessment is formative, diagnostic, summative and evaluative and an integral part of all teaching and learning activities at The Grange.

Ofsted 2019 states:

“The most important factors in how effectively, the curriculum is taught and assessed are that: teachers check pupils’ understanding effectively and identify and correct misunderstanding. Teachers use assessment to check pupils’ understanding in order to inform teaching. When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.” (Ofsted 2019)

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

Our assessment framework links numerical data to a series of statements which a child is expected to achieve by the end of each year group, and will ensure consistent and accurate judgements are made about children's progress and attainment. Moderation will also be an important part of how we use and validate assessment in school. Our work will incorporate the following agreed principles of assessment:

Assessment:

- provides evidence to guide teaching and learning
- is fair, inclusive and free from bias
- outcomes are conveyed in an open and transparent way
- objectives set high expectations for learners
- is appropriate to age, to the task and to the desired feedback information
- should draw on a wide range of evidence
- is consistent, with judgements which can be moderated to ensure accuracy
- outcomes provide meaningful and understandable information

4. Assessment Approaches at the Grange (See Appendix A)

At The Grange we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. It also allows for comparison against local and national schools.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

The day to day, on-going assessment is part of our repertoire of teaching strategies, based upon how well pupils achieve learning objectives. It is about providing feedback and involving pupils in improving their learning. (See Marking and Feedback Policy for details)

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

4.2 In-school summative assessment

This is a snapshot testing that establishes what a child can do at a given time and is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables: (See Appendix B)

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

➤ **Early Years Foundation Stage (EYFS) Reception Baseline Assessment (RBA)**

We recognise that accurate EYFS assessment is essential to high-quality early years education. This in turn supports learning and development, helps identify children requiring additional support, engages parents and feeds into curriculum planning.

Children are assessed in three areas of learning: Maths 50%, Literacy 25% and Communication and Language 25%. The tests have a total of 29 points and are administered within the first six weeks of school. All data will be sent to the DFE.

Staff will add information to a child's assessment profile (Learning Journey) for each individual. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document.

➤ **Phonics screening check in Year 1 and Year 2 retakes**

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher and Deputy head. Results are reported to parents within the Year 1 end of term report.

➤ **National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)**

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents. The national expectation is that children should aim to achieve Age Related Expectations (ARE) at the end of Year 2 and ARE at the end of Year 6 (standardised score of 100+). In addition, teachers in Year 3,4 and 5 use SATs type materials / past papers to assess regularly and use this information to inform their planning and teaching. Standardised scores are monitored for Yr2 - Yr6 termly in Reading, Maths and Spelling, Punctuation and Grammar. Analysis grids are completed after assessments and 'next steps' are pulled from the assessment data which are then used to plan the future provision. This process ensure 'gaps' in knowledge are identified and narrowed.

5. Collecting and using data

(See The Grange Assessment Ladder)

At The Grange we use a 4 point assessment model from Year 1 to Year 6. We would aim for a child to be working at least at the 'expected standard' for their year group by the end of the academic year. We would expect a child who exits their year group at the expected ARE would then make 4 steps of progress within the rolling year to ensure they leave the year group at the expected ARE. Children who are working below their ARE would be expected to make accelerate progress (4+ steps) in order to narrow the gap between themselves and their peers. For Year 1 children however, we would expect them to make 3 steps of progress from ELG to 1:3 across the academic year.

Data is collected over the academic year; through 3 Assessment Points. RM Integris (<https://www.rm.com/products/rm-integris>) is used as the assessment database and Hello Data (<https://www.turniton.co.uk/hellodata/>) is used for data analysis. Data on progress and attainment will be reported to Standards Committee at least three times a year.

Arbour national and local/like schools comparison data is used annually to measure progress, attainment and standards (<https://arbor-education.com/>) and Fisher Family Trust (FFT) is used for target setting for each year group (<https://fft.org.uk/>)

The data is used to inform teaching, identify gaps, strengths and weakness. Teachers, subject leaders and support staff are expected to have a comprehensive working knowledge of assessment data to inform their practice.

The data informs school improvement planning.

5.1 Assessment through feedback

We provide feedback to children through various forms with specific advice about improvements to their work and next steps within their learning. (see marking and feedback policy for details) Day to day assessment is an essential aspect of effective teaching. It involves the teacher focusing on how learning is progressing during the lesson, determining where improvements can be made

and identifying the next steps. During lessons, teachers continually listen to, observe and engage with the pupils to be assessed. Strategies such as questioning, observing and discussion with pupils can be used. To make full and effective use of assessment strategies, pupils regularly need to be involved in the process - assessment in partnership. This could be through class clinics (see Effective Marking and feedback Policy)

5.2 Interim Frameworks

Formative assessments for writing in Year 1 to 6 are recorded on interim Framework sheets located within children's English books. The independent work in children's books, discussions, observations etc are assessed against the curriculum statements for their year group. Some children will be working outside of their year group. Assessment information will be used to inform planning and to identify children who may need extra support. In Year 2, interim frameworks are also used for Maths and Reading to offer support with end of year moderation judgements.

These are key documents that underpin on-going professional dialogue that enables teachers to make secure judgements on pupil performance and allow senior leaders to support and challenge the quality of teaching and learning in the school.

5.3 Moderation

Year group team's work together with moderation guidance so there is a consensus of opinion with regards to when Age Related Expectation (ARE) is 'achieved'. Evidence is gathered from formative and summative assessments made by the class teacher / TA. The Grange also works collaboratively with other Banbury Partnership Schools to moderate work throughout the year. Phase leaders attend OCC Moderation briefings sessions x 3 per year.

5.4 Narrowing the gap – Pupil profile meetings

Assessment reports are generated three times per year showing an in-depth analysis of progress and attainment. The assessment data is shared with the whole staff, and through professional dialogue, key strengths and weakness are highlighted. Phase leaders then hold pupil progress meetings where action plans are generated showing next steps / interventions for all groups of learners. These are then reviewed at the next at the next summative assessment point. Anonymized action planning and data is also shared with Standards Governors termly.

6. Reporting to parents

6.1 Parent Consultations Meetings

Parent Consultation Meetings take place x3 times throughout the school year. Parents / Carers get the opportunity to discuss with the class teacher their child's progress and next steps of learning. Parents are provided with objectives for the age-related expectation for their child and have the opportunity to look through their work / assessments.

6.2 Assessment and parents/carers

Parents/carers are their children's first and enduring educators and know and understand their children better than anyone else. It is important to see parents as 'co-educators' and encourage a two-way flow of information between home and school in which parents/carers contributions are valued. It involves parents/carers sharing information with teachers about their children's development, interests, strengths and needs. This will help the adults involved to plan learning opportunities for children that will capture their interests and extend their experiences. Equally, this sharing of information will provide support to parents/carers, helping them to build on this learning at home.

The following aspects of communicating with parents/carers may be considered:

- Provide curricular information to parents/carers through a termly newsletter.
- Parent/carer workshops and information meetings (RWInc, SATs, Phonics)
- 'Come to school with your child' sessions (termly)
- Interviews between teacher and parents/carer

- Parents/carers as educators at home
- Teachers modelling for parents/carers in the classroom.
- Use of the website/ FaceBook
- Weekly homework tasks
- Open afternoons

At the end of each year, families will receive a report detailing progress and achievements across the curriculum. Parents / Carers are encouraged to provide feedback to the school.

6.3 Annual Reports

Annual Reports will be given to parents in Term 6. They must:

- Be personalised to each individual child.
- Include details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development.
- Include comments on general progress.
- Include arrangements for discussing the report with the pupil's teacher.
- Include the pupil's attendance record stating the total number of possible attendances for that pupil, and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances.
- Include the results of any public examinations taken, by subject and grade.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

The Grange is an inclusive school and works hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs.

We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENDCo, parents and external agencies (where appropriate) to plan tailored support. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

8. Training

Teachers are kept up to date with developments in assessment practice through:

- Sharing of Assessment Policy and Monitoring Schedule – lead by HT and Assessment Co-ordinator
- Termly Integris/ Hello Data training for Assessment Co-ordinator with key information fed back to staff.

- Phase leaders / Assessment Co-ordinator attends moderation briefing (2x per year)
- Partnership Moderation briefings and training sessions (all teachers)
- Phase / whole staff assessment training (writing RAPs, intervention planning etc)
- Performance Management targets include assessment – following teacher standards.
- LILT agenda item – National / School changes discussed and agreed.
- Informed conversations with School Improvement Partner
- Informed discussion with Standards Committee and Full Governing Body
- Local Authority input – task group briefings.
- EYFS Local Authority Team

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed every 3 years by the Assessment Lead and Standards Committee. At every review, the policy will be shared with the governing body.

All teaching staff are expected to read and follow this policy. B Boswell, the Headteacher is responsible for ensuring that the policy is followed.

B Boswell and the Assessment Lead will monitor the effectiveness of assessment practices across the school, through the use of the school monitoring plan.

11. Links with other documents

This assessment policy is linked to:

- Curriculum Vision policy
- Early Years Foundation Stage policy and procedures
- Monitoring Schedule
- The Grange Assessment Ladder

Appendix A: The Annual Cycle of Assessment at the Grange

TERM 1 & 2

- **Baseline line assessment for all children all year groups (Term1 – Entry data)**
- Target setting (quantitative) school / LEA
- FFT /Arbor and RaiseOnline arrive in school
- Analysis Raise Online and FFT predictions
- KS1 / KS2 Assessment and Reporting arrangement booklets arrive in school
- Phonics Yr1 baseline assessment (mock test on past paper)
- Statutory test papers need to be ordered for Yr 2 and Yr 6 SATs
- EYFS, KS1 and KS2 moderation process in Teams.
- **Progress check assessment point all year groups (End of Term 1)**
- Progress and attainment reported to governors
- Update Key Skills tracking grids for each child (Reading, Writing, Maths)
- Parents evening – meet new teacher (Term 1)
- Progress and attainment report to staff – ‘Narrowing the gap’ action plans written
- Progress and attainment reports to Governors

TERM 3 & 4

- **Progress check assessment point all year groups (End of Term 3)**
- KS1 SATs test booklets arrive in school
- Phonics Yr1 Mid-year mock assessment
- Training for Administration of KS1 and KS2 SATs given by Local Authority
- Applications for special arrangements to be made
- EYFS, KS1 and KS2 moderation process in Teams.
- **Progress check assessment point all year groups (End of Term 3)**
- FS/ KS1 KS2 moderation process in teams
- Update Key Skills tracking grids for each child (Reading, Writing, Maths)
- Parents Evening (Term 3)
- Progress and attainment report to staff – ‘Narrowing the gap’ action plans written
- Progress and attainment reports to Governors

TERM 5 & 6

- **Progress check assessment point all year groups (End of Term 5)**
- Progress and attainment reported to governors
- KS2 Year 6 Statutory Tests week (May)
- Yr 1, 3, 4, 5 Non-Statutory Tests (end of Term 6)
- EYFS, KS1 and KS2 moderation process in Teams.
- FS, KS1 and KS2 test and teacher assessment results to be sent to the Local Authority
- KS1/ KS2 moderation process (May/June)
- Yr1 Phonics screening (June)
- Update individual pupil records and transfer to next teacher
- Annual report to parents on their child’s progress
- Progress and attainment report to staff – ‘Narrowing the gap’ action plans written
- Progress and attainment reported to Governors
- Statutory Transfer Forms to be completed
- Analysis of statutory and non-statutory tests initially numerical moving into implications within the classroom
- Update/ Finalise Key Skills tracking grids for each child (Reading, Writing, Maths)

Annually

- Assessment for Learning in all areas of the curriculum against the age specific Key Skills
- Monitoring / moderation of assessment procedures and practices – internally and externally
- Dialogues with children, parents, governors and the wider community